

Budget

Newark City (044453) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (256)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	666,724.00	3,190,561.00	0.00	3,857,285.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	11,200.00	0.00	0.00	0.00	11,200.00
Prof Development		0.00	0.00	1,832,082.00	0.00	0.00	0.00	1,832,082.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	1,320,000.00	0.00	2,319,200.00	0.00	3,639,200.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	3,163,282.00	666,724.00	5,509,761.00	0.00	9,339,767.00
Adjusted Allocation								0.00
Remaining								-9,339,767.00

Application

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Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
STEAM, Nature's Center for Innovation

2. Executive summary: Please limit your responses to no more than three sentences.

STEAM: Nature's Center for Innovation is a faculty driven initiative to transform teaching and the learning experiences for 3,300 K-5 children attending Newark City Schools and Par Excellence Academy (a neighboring community school). Newark and Par Excellence teachers and leaders are collaborating with Licking Co ESC, Dr. Herb Broda (outdoor education expert), Creo Studio (digital, inquiry based art and ELA integration) and EnvisionEdPlus to ensure every child learns to think and innovate and that systems are in place to support and sustain the innovations long term. An additional implementation partner is The Works, Ohio Center for History, Art and Technology. The Works will provide important professional development through the Licking County ESC in relationship to the integration of the Arts into STEM- related initiatives Faculty have been working with partners to transform indoor and outdoor spaces into exploration zones children will integrate all content areas through the lens of arts and science. EnvisionEdPlus, Dr. Broda and Licking Co ESC will support faculty and business partners as they re-think systems and build teacher capacity to increase student engagement, personalization and achievement using inquiry based and blended instruction. Creo Studio will collaborate with teachers to design and pilot "Creo: Art of Story" a digital, arts based ELA K-3 reading engagement and intervention program which will be scaled and made available to schools across the state. By 2020, the consortium will reduce operating costs by \$3,561,190.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3313 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Melinda Vaughn

Organizational name of lead applicant
Newark City Schools

Address of lead applicant
621 Mount Vernon Road, Newark, Ohio 43055

Phone Number of lead applicant
740-670-7051

Email Address of lead applicant
mvaughn@laca.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an

educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet. Our campuses do not adequately leverage the benefits of technology to connect learners, instructors and information regardless of place or space. Our campuses have the capacity to better prepare learners for a role in the global economy. Our imperative is to accommodate the needs of a global student body and to prepare learners for a multi-cultural learning experience. We are challenged to ensure that students are adequately prepared to respond to 21st century learning environments that center around Critical thinking, Problem solving, Innovation, Effective communication, Effective collaboration, Self-directed learning, Information and media literacy, Globally aware, Civically engaged, Financially and economically literate. Currently, the elementary teachers of the Newark City Schools and the Par Excellence Academy, who have been engaged in the planning and writing of this grant, are similarly faced with the need for a paradigm shift. Students in these schools are experiencing success, but are primarily exposed to traditional teaching and learning methodologies in the classroom. With the emergence of Common Core Standards, new capacity exists to propel students into learning opportunities that were not considered mainstream merely five years ago. To that end, this grant allows both consortium members to create indoor and outdoor flexible learning spaces and build faculty capacity to transform the educational experience for the students by exposing them to a variety of Project-based, Problem-based, and Inquiry-based learning opportunities. Supported by state of the art spaces and transformation teaching strategies, the teachers will engage students in experiential learning opportunities that encompass the areas of Science, Technology, Engineering, Arts and Math (STEAM).

The proposed innovation and how it relates to solving the problem or improving on the current state.

We intend to accomplish three primary objectives within the scope of this grant. 1.) Engage the teachers in professional learning that emphasizes the unique learning needs of all students and how these new spaces facilitates greater opportunities for teachers to 2.) Construct outdoor learning spaces. 3.) Re-imagine indoor learning spaces in the form of transforming current library learning centers to being technologically advanced Media Centers so that we can engage students in work that truly embodies 21st Century Skills. The goal of our teachers is to transform both the teaching and the learning environments at 8 elementary schools so all children can be more deeply immersed in Common Core Standards and exposed to 21 Century Skills (Critical thinking, Communication Skills, Collaboration / Teamwork and Creativity / Innovation). We (Newark and Par Excellence teachers) have been integrating new standards and preparing more engaging units and lessons for several years which has led to student improvement. However, good is not good enough. We need to systematically transform the way we approach instruction, environment and student learning experiences. Licking Co ESC and EnvisionEdPlus are our primary professional learning and system re-design partners. They will provide ongoing training and coaching throughout the project to build leader and faculty capacity to provide high quality instruction and learning opportunities. EnvisionEdPlus will also work closely with our leaders to develop operational systems which will allow us to scale and sustain our innovations well beyond the sustainability period. Together with our principals, Curriculum Director and partners, we have crafted a thorough professional development plan so every teacher builds capacity to engage in this important shift in paradigm. We will use a Train-the-Trainer model with on-going support for each school. Our building ambassadors (trainers) will ensure that "local" experts are developed and that a network of those experts support the life of the initiative well beyond the life expectancy of the grant period. The Works, Ohio Center for History, Art and Technology will assist in STEAM Professional Development through the Licking County ESC and will be instrumental in the integration of Art into STEM-related projects. We will transform both indoor and outdoor spaces in our schools to provide our children with 21st century flexible learning spaces where they can truly inquire, explore and innovate. Loth, Inc is working with teams of teachers to re-design our traditional learning spaces so that our children have greater access to hands on science and engineering and technology. Herb Broda, Ashland University Professor, and teachers will transform traditional outdoor green spaces into community based outdoor learning centers. We will build outdoor shelters at each school to support instruction taking place outside. In addition we will create spaces for raised bed gardening, hydroponics, solardomes, and other elements so every student can experience and engage in the vast array of outdoor learning opportunities that exist. Undergirding the entire initiative is an understanding that we must respond to the unique and personalized needs of our students. As part of our professional development plan we will deeply embed blended and digital instructional models that allow us to better meet children's need. Creo Studio, an emerging leader in arts-based digital learning will collaborate with our teachers to design and pilot "Creo: Art of Story" a digital, arts based K-3 early learning reading engagement and intervention program to further support our struggling readers. Creo Studio will later be scaled and made available to schools across the state. STEAM: Nature's Center for Innovation puts teachers, principals and children in the driver's seat for school transformation and together we are "digging our hands in" - literally and figuratively.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Benchmark 1: District Report Card - AMO (Annual Measurable Objective) Baseline 2013: Newark City: (69.8%), Par Excellence (50.0%), Short Term: By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card AMO. Long Term: By June 30, 2020, buildings will have significantly increased achievement for all children as measured by a 20% increase in District Report Card AMO as compared to 2013 District Report Card. Benchmark 2: District Report Card: K-3 Literacy Baseline: In 2014, ODE will report on K-3 Literacy for the first time. Newark and Par Excellence will use 2014 District Report Card results for K-3 Literacy as the baseline. Short Term: By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card K-3 Literacy. Long Term: Annually, each building will report 10% annual decrease in number of students who qualify for a reading improvement plan as defined by the 3rd grade reading guarantee. Benchmark 3: Ohio Reading Assessment Short Term: By June 30, 2015, Buildings will increase overall student performance on Ohio reading assessments by 2% Long Term: Buildings will increase overall student performance on Ohio reading assessments by 3% per year. Benchmark: Ohio Math Assessment Short Term: By June 30, 2015, Buildings will increase overall student performance on Ohio math assessments by 2% Long Term: Buildings will increase overall student performance on Ohio math assessments by 3% per year.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Project Outcome 2: As a result Straight A grant innovations, consortium will reduce instructional costs by \$3,561,190 Benchmark: By June 30, 2016, instructional costs will decrease from \$62,818,102 (FY14) to \$61,981,777 Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$34,631,559 in FY14 to \$33,926,559 in FY16 - Fringe benefit will reduce from \$12,500,145 in FY14 to \$12,383,820 in FY16 - Purchased service cost will reduce from \$12,334,414 in FY14 to \$12,329,914 in FY16 - Supply costs will reduce from \$2,286,313 in FY14 to \$2,285,813 in FY16 - Capital outlay will reduce from \$10,000 in FY14 to \$0 in FY16 - Other costs will reduce from \$1,055,671 in FY14 to \$1,055,671 in FY16 By June 30, 2020, instructional costs will decrease from \$62,818,102 (FY14) to \$62,187,647 Long Term reductions: During FY20 consortium anticipates the following cost reductions - Personnel costs will reduce from \$34,631,559 in FY14 to \$34,104,559 in FY20 - Fringe benefit will reduce from \$12,500,145 in FY14 to \$12,413,190 in FY20 - Purchased service cost will reduce from \$12,334,414 in FY14 to \$12,328,414 in FY20 - Supply costs will reduce from \$2,286,313 in FY14 to \$2,285,813 in FY20 - Capital outlay will reduce from \$10,000 in FY14 to \$0 in FY20 - Other costs will reduce from \$1,055,671 in FY14 to \$1,055,671 in FY20

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil

expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

9,339,767.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Purchased Services \$3,163,282: Upgrade of Wifi and electrical for Innovation labs \$200,000; Shelter concrete slab \$160,000; Greenhouse concrete slab and knee wall \$200,000; Site upgrades for walks and landscaping \$160,000; Utility connections \$600,000; Professional Development 396 direct days during the grant years \$672,082; Professional development for 150 days during the grant \$200,000; Stipends during the years of the grant \$960,000; Grant administration \$11,200. Supplies \$666,724: Greenhouse supplies \$40,000; Software for Defined STEM with a 6 year contract \$81,640; Moby Max-math and ELA remediation program \$25,000; CREO digital art software \$331,900, which is a perpetual license making this software available to the district forever; Vex Robotics Kits with 3 year replenish and upgrade \$119,984; Lego NXT kits with 3 year replenish and upgrade \$68,200; Capital Outlay \$5,509,761: Classroom furniture, carts, storage units, interactive whiteboards, demonstration display boards and privacy walls \$1,030,561; Audio visual allowance for flat screens, document cameras, LCD projectors, mobile carts and video conference \$80,000; Laptop carts \$1,600,000; iPad mini carts \$480,000; Shelter spaces \$560,000; Greenhouses \$159,200; facility purchase for Par Excellence \$400,000; Renovations of facility for Par Excellence \$700,000; Furnishing for space for Par Excellence \$500,000. Our teacher created initiative calls for new instructional practices that necessitate purchases, renovations and professional development that are substantiated in the budget described in this narrative. This grant calls for a fundamental paradigm shift from traditional instructional practices to new instructional practices that emphasize student directed exploration. One that focuses on differentiated approaches and demonstrative of a well-founded understanding of real world experiences and problems being solved in an authentic context. Traditional spaces, therefore, become unused spaces. However, this grant assists in the transformation of those currently unused/underused spaces into flexible learning spaces that permit students to engage in self-guided work.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

There are not any sustaining cost for this grant. The grant will pay for all items and have 5 year contracts for the years following FY15 the grant year. While conventional wisdom would seem to indicate that the purchase of a new building would create additional sustaining costs, the reason that no sustaining costs are expected is because of the fact that during the renovation of the newly purchased building's high efficiency features will be used throughout the building and will in fact become an additional opportunity for a problem-based learning project for students. The estimation is that the new facility costs will be neutral - no sustaining and no savings.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less

sustainability costs relative to the project budget.

3,561,190.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Annual Cost Reductions are: FY16 \$836,325; FY17 \$834,500; FY18 \$629,455; FY19 \$630,455; FY20 \$630,455 Salaries \$2,989,000: Newark will reduce costs with the replacement at lesser costs of 20 retiring teachers in FY16 and FY17 for a savings per year of \$700,000 and with the replacement at lesser of 15 retiring teachers in FY18-FY20 for a savings of \$525,000 per year; Par Excellence anticipates reductions in salary for staff changes as follows - FY16 \$5,000, FY17 \$3,000, FY18 \$2,000, FY19 \$2,000 and FY20 \$2,000. Benefits \$493,190: Newark will reduce benefits in conjunction with salary savings in FY16-FY17 for \$115,500 per year and in FY18-FY20 for \$86,625 per year; Par Excellence will have savings in benefits that are in conjunction with the staff changes as follows - FY16 \$825, FY17 \$500, FY18 \$330, FY19 \$330 and FY20 \$330. Purchase Services \$26,500: Par Excellence will have reductions of Professional development costs and miscellaneous costs for building maintenance as follows - FY16 \$4,500; FY17 \$5,000; FY18 \$5,000; FY19 \$6,000; FY20 \$6,000. Supplies \$2,500: Par Excellence will have reduction of math supplies each year for \$500 in FY16-FY20. Equipment \$50,000: Par Excellence will have reductions in equipment that are purchased with the grant of \$10,000 each year from FY16-FY20.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The consortium will be able to sustain the program by having a gross savings of \$3,561,190 with no extra sustaining costs. The districts within the consortium were very conservative of the amounts that they had as their overall savings. The grant, therefore, will provide much more return on investment than what is being shown with the stated savings over the next five years. Imbedded in the grant are elements that will greatly contribute to the overall sustainability of the project as well. Each of the software purchases that are projected to be made as multi-year purchases that will save money during the life of the grant. Additionally, multi-year discounts have been negotiated for professional development that will project a cost savings of \$43,000.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 7/1/2014- 9/30/2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

July 2014 Grant Funding Released Board approve resolution accepting the grant Initiate all Requisitions to generate Purchase Orders Summer PD Activities Purchase of all related supplies / equipment / technology Purchased service Agreements executed Place all orders for supplies / equipment / technology District Leadership team meet with PD providers to finalize August PD plan for Lead Teachers Physical Plant Preparations made by appropriate district departments as needed for grant implementation August 2014 Lead Teacher PD Teacher training School Roll-out planned Community Roll-out planned Student Roll-out planned Staff surveys developed Student surveys developed Development of data reporting forms and protocols Comprehensive staff overview delivered by Lead Teachers during the opening days of school. Community Outreach plan initiated Staff Roll-out initiated Presentation to the Board of Education

* Anticipated barriers to successful completion of the planning phase

Barriers: Teacher release time to provide input Solution: Collaborated through electronic communication including email, Google Docs, teachers sharing at staff meetings, gaining input from staff and then reporting back to the Project Steering Committee. Barrier: Effective coordination of project activities across buildings, departments and service providers Solution: Project Manager and EnvisionEdPlus will meet twice a month to coordinate activities and develop strategies to address potential problems as they arise. Barrier: Physically managing huge influx of technology. Solution: district has a technology staff that will provide assistance. However, there are provisions in the grant budget for external services to address issues specifically pertaining to ramp-up and roll-out...to include physical plant related issues Barrier: On time completion of Flexible Learning Space (Indoor and Outdoor) facility enhancements/tech access. Solution: Project Manager and contracted designer/vendors will work together to develop plans for ensuring on time completion with an implementation schedule to ensure that necessary site upgrades for outdoor spaces are completed prior to adverse weather conditions in the fall of 2014. Solution: Arranging for concrete slabs to be installed prior to freezing temperatures will be important. All other construction work can occur at any time once materials are on site as long as concrete slab is poured and cured. Barrier: grant awarded during teacher summer break. Solution: The teachers on the Project Steering Committee have been identified. As such, once grant is approved and funds received, summer planning hours can be boarded and August planning meetings may be confirmed.

18. Implementation - Process to achieve project goals

* Date Range 8/2014-6/2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

8/14-10/14 Project Steering Committee Meeting Evaluate Roll-out Update on Equipment orders and outdoor space design Design Team meetings begin Software PD begins with focus DefinedSTEM Outdoor space design with Dr. Broda begins Creo Studio curriculum development begins community engagement event 11/14-2/15 Project Steering Committee Meeting Design Team meetings continues Outdoor space design finalized and order materials/structure indoor space/renovations Creo Studio production and pilot round 1 begins Inquiry based instruction PD begins Interim reviews of the Inquiry-Based Learning activity exemplars As equipment arrives, install into appropriate spaces co-plan/co-teach inquiry based units with coaches unit planning for 2nd semester for outdoor space 3/15-6/15 Project Steering Committee Meeting Interim reviews of the Inquiry-Based Learning activity exemplars Design Team meetings focus on curriculum redesign Outdoor space inquiry units indoor space/renovations finalized Creo Studio production and pilot round 1 begins Blended learning PD begins Site plans for Outdoor spaces executed Installation of containers for raised bed gardens Installation of walks and paths as called for in site plans Installation of grant funded structures community engagement event co-plan/co-teach units with coaches using indoor/outdoor space unit planning for fall use of indoor / outdoor space

* Anticipated barriers to successful completion of the implementation phase.

Barrier: roll-out during the beginning of the school year while teachers are getting to know students Solution: The biggest challenge is really the fact that all spaces will not be ready in the fall when school actually starts. Teachers have an energy to start the project and sustaining that energy through the construction phases. That said, as this paradigm shift begins to take root, beginning of year meetings will focus around fundamental ideological shifts and how those shift can begin to occur even in advance of the completion of all of the physical plant upgrades and updates. Barrier: due to grant implementation requirements, we will likely miss the window of opportunity for teachers to incorporate elements of the grant into their SLO's for the 2014-15 school year, thus lessening perceived importance and priority of the project. Solution: Access to new outdoor and indoor spaces will be available in Spring 2015 or Fall 2015. Staff capacity building will be the focus of PD during FY15, with opportunities to co-teach inquiry based units and plan units using new space for late spring 2015 or early Fall. SLOs for 2015-16 year will directly relate to new pedagogy since staff will be more comfortable with innovative strategies at that time. Barrier: "this too shall pass" Not a "new what", but rather a new means of accomplishing the "what's" we already have to do. Solution: generally this attitude accompanies initiatives that are generated from a "top-down" approach. Since this project has so consistently been representative of teacher-driven initiatives, there seems already to be a different energy in the buildings in relationship to it. Teachers gladly provided feedback to Teacher from the Project Steering Committee and seem to be looking forward to the possibilities that will present themselves as a result of implementation.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 8/2014- 9/2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Rubric Item 9. implementing, communicating and coordinating the project Project Manager will use Gantt Chart and progress monitoring database to monitor and report on project success to key stakeholders and ODE. Project Manager and EnvisionEdPlus will meet twice a month to coordinate data collection and evaluation activities and develop strategies to address potential problems as they arise. Staff will receive notification for baseline and end of project surveys. Monthly Board reports and quarterly community engagement events further enhance community understanding and support. Quarterly, Project Manager will provide detailed report on outcomes. Project team leaders will review data and make adjustments as needed. Monthly: data collection for process/outcomes evaluation; STEM Team & Tech Team feedback; reports to Board; Project Manager/EnvisionEdPlus planning/evaluation sessions (twice/month) Quarterly: process/outcomes reports to Project Steering cmte and Board 7/14-10/14 Academic Achievement Project Monitoring: baseline assessments; staff survey; Use Progress Monitoring Tool to track progress towards outcomes; Literacy Collaborative results Cost Reduction Project Monitoring : Treasurer reports quarterly to Board and Project Steering cmte 11/14-2/15 Academic Achievement Project Monitoring: Use Progress Monitoring Tool to track progress towards outcomes; ODE reading achievement assessments; literacy collaborative results; 3rd grade guarantee reports. Cost Reduction Project Monitoring : Treasurer reports quarterly to Board and Project Steering cmte 3/15-6/15 Academic Achievement Project Monitoring: end of year data collections: School Building Innovation Assessment; staff survey; Literacy Collaborative Results; state assessments; Use Progress Monitoring Tool to track progress towards outcomes Cost Reduction Project Monitoring : Treasurer reports quarterly to Board and Project Steering Cmte 7/15-9/15 Summative Evaluation: final project eval and fiscal

* Anticipated barriers to successful completion of the summative evaluation phase.

Barrier: Time for staff collaboration/training essential to project success. Solution: Grant will cover costs for additional training and professional development needed to plan and implement new instructional strategies. Staff will be eligible to receive CEU's and stipends for implementing this new work. Barrier: Staff may be overwhelmed with the radical paradigm shift Solution: Because of the nature of the

implementation plan, software programs will be available for use immediately, we envision that all other project spaces be completed by spring 2015. With these factors presenting themselves, the Steering Committee will have the opportunity to phase in all of the elements of the grant to ensure that by the end of FY '15, all aspects of the grant are in motion. Barrier: Some staff may see the activities of this project as a "new what" as opposed to being a vehicle toward accomplishing the "what" that we already are moving in the direction of accomplishing. Solution: The focus of this project is firmly on "21st Century Skills" and those characteristics that tomorrow's leaders are in need of developing today. While teachers have a variety of reactions to Common Core Standards, this teacher-initiated approach will provide new spaces for innovative learning to occur. Barrier: Timeline for renovation work called for in the grant timeline. Challenge becomes completing the bid process and complete project on time. Solution: District will apply for an emergency waiver to remove the bid process requirement in order to meet grant required timeline.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We spoke previously about a paradigm shift and a fundamental re-envisioned instructional pedagogy that engages students at a different level in the learning process. This paradigm shift will be accompanied by a shift in organizational practices. With this fundamental transformation of how teaching and learning is conducted, new emphasis will be placed on personalizing the educational experience for students. DefinedSTEM allows teachers to differentiate projects on the basis of student ability without students even knowing that the differentiation is taking place. The design teams are excited about implementing a structure that will take this important step in the direction of self-directed learning. While we understand that students experience the world through different lenses, we have an increasing responsibility to shape opportunities for students to demonstrate their learning through those same and varied lenses. Consequently, as we move more in the fundamental direction of personalization, it is important to remember that individual learning styles are essential in the learning continuum: VISUAL IMAGIST Learns through seeing pictures. AUDITORY ORAL Learns by talking and hearing themselves talk. MOTOR KINESTHETIC Learns through the use of fine motor muscles. MOTOR MECHANIC Learns through the use of gross motor muscles. AUDITORY AURAL Learns by listening to others. VISUAL VERBALIST Learns through seeing words. Not only are there different styles of learning, but there are several modes of learning and teaching that produce new and different expressions of learning demonstration. These fundamental approaches belie the structure of our project and our efforts will focus in the area of Inquiry-Based Learning, which is a student-centered, active learning approach focusing on questioning, critical thinking, and problem solving. It is associated with the idea "involve me and I understand." Our students are embarking on a new journey...one steeped in individual exploration and expression.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

ODE challenged districts to pursue projects sparking "disruptive innovation". What is it? How do we know if our innovative practices are disruptive? The term disruptive innovation was coined by Clay Christensen (Harvard Business School Professor). Dr. Christensen says "an innovation that is disruptive allows a whole new population of consumers at the bottom of a market access to a product or service that was historically only accessible to consumers with a lot of money or a lot of skill". How does this business theory translate into education? By simply applying the business definition to the education field, disruptive innovation in education would then mean any systematic or instructional change that shifts opportunities historically only accessible to high wealth schools, or available only to high performing students, and makes them available across the general population. The Newark City Schools and the Par Excellence Academy believe schools, districts and partners must think even more grandly. Teachers, leaders, communities, business and non-profits must come together to: RE-INVENT not renovate the learning opportunities we provide all children. RE-ENVISION not reform systems and supports to optimize learning opportunities so every child, in every classroom, every day can reach their greatest potential. The Newark City / Par Excellence Consortium will use EnvisionEdPlus' Four Tenets for Re-envisioning Education as the guiding principles for truly disrupting education for the children we serve. The consortium will disrupt the traditional approach to learning by redesigning space to be more open, flexible, technology rich and inquiry ready. Through the use of mobile devices, instruction will be disrupted by engaging learner using high quality digital content. Materials and information come alive - will not be static and accessed anywhere in the school environment. Project Based Learning engages students to learn through inquiry, standards will be covered, but the capacity for "more" is limitless. Time, location and materials are no longer barriers so teachers can every learner in a grand exciting way! This is a completely new initiative. No school district has used fully implemented EnvisionEdPlus Tenets to purposefully plan disruptive innovations across instructional and operational systems. However, the Tenets were created as a result of EnvisionEdPlus critically analyzing the amazing systematic and instructional transformations in Reynoldsburg City Schools (similar to CW demographics) which resulted in significant state and national attention and comparing them with research, best practices & future trends in education and business. This analysis determined that sustainable and scalable change will occur when a school implements disruptive innovations in all four of these critical areas: instruction, learning supports, systems and partnerships. Using

this blend of research & practice, EnvisionEdPlus created the Four Tenets for Re-envisioning Education and Innovation Rubrics/tools giving communities a common language & standards to guide innovative school redesign. (See #8 for Tenet description) Four Tenets are based on research/best practices work of: a) Council of Chief State School Officers' Next Generation Learning Design Principles, b) Daniel Pink's book Drive & work on motivation, c) PSFK Lab's Report, The Future of Work, d) The KnowledgeWorks Foundation, Future Forecast 3.0, e) Project 2061: Science for All Americans, f) Jim Carroll, The Future of Knowledge, g) Suzie Bell, Bringing Innovation to School, h) Wiggins/ McTighe, Understanding by Design, i) International Center for Leadership in Education, Daggett System for Effective Instruction, j) Partnership for 21st Century Skills, Framework for 21st Century Learning, k) UCLA Center for Mental Health in Schools, Comprehensive System of Learning Supports (adopted by Ohio Dept of Ed, 2007), l) Search Institute, Developmental Assets Framework

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The consortium plans to partner with EnvisionEdPlus to conduct the evaluation of the program as an external evaluator. The evaluators will consist of: Michele Timmons Founder and President EnvisionEdPlus mdtimmons1@gmail.com 614-893 7341 and Christopher A. Qualls Innovation Specialist EnvisionEdPlus qualls.1991@gmail.com 614-738-6577 Both are external evaluators

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

Benchmarks # of teachers trained Baseline - 0 FY '15 - 12 per school FY '20 - 100% per school Teachers participating in PD will be maintained through logs and CEU records # of Teacher Ambassadors trained to facilitate on-going training and school-based PD Baseline - 0 FY '15 - 2 per school FY '20 - 5 per school Teachers participating as Ambassadors maintained through Stipends awarded and sign-in logs for Project Mtgs. # of times that spaces are being accessed Baseline - 0 FY '15 - Each teacher complete one IBL Project while accessing Flexible Learning Spaces FY '20 - Each teacher complete one IBL Project per quarter The TSC will be charged with maintaining a portfolio of artifacts as evidence containing exemplars and other examples of student produced work. # of times that teachers take students to access the spaces to ensure that all are accessing and to provide a base for continued training and support. Baseline - 0 FY '15 - Each trained teacher take classes to one of the FLS twice per week FY '20 - All trained teachers take classes to one of the FLS twice per week Logs, schedules, work product % and frequency of students accessing the spaces as benchmarked by the teachers and administrators at each location. Baseline - 0 FY '15 - 80% accessing once FY '20 - 100% accessing twice per week Increase student performance on the Reading state assessments by Baseline - varies by school FY '15 - Increase 2% of baseline FY '20 - Increase 3% per year Monitor LRC as summative data, use data from Literacy Collaborative as formative data Increase student performance on the Mathematics state assessments Baseline - varies by school FY '15 - Increase 2% of baseline FY '20 - Increase 3% per year Monitor - report card as summative data, local measures as formative data Decrease # of students requiring intervention for the 3rd grade guarantee by 10% per year during the grant period Baseline - varies by school FY '15 - Decrease 10% of base FY '20 - Decrease 50% of base

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

The evaluation team, in conjunction with building design teams, will be responsible for monitoring the building-based procedures for data collection to ensure that the Project Steering Committee has quarterly feedback as to the progress being made in the schools toward meeting interim and long-term goals and identifying course corrections as necessary to ensure the implementation success. The district Elementary Curriculum Director and Par Excellence Administrator will ensure that as schools complete annual goal setting documents that SMART goal statements are integrated into plans to ensure there is a priority placed on the integration of Flexible Learning Spaces into the culture of the schools. The evaluation team will be responsible for facilitating interim reviews of the Inquiry-Based Learning activities that are submitted as exemplars. Creo Studio will contract with an independent researcher to assess extent to which Creo Studio: Art of Story supports ELA outcomes for struggling readers. Based on evaluations, Creo Studio curriculum team will re-design and improve program.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Life-long learning will be replaced by life-long exploration. We are embarking upon a fundamental shift in how students perceive the world in which they live. We anticipate that the lasting impact of our project being that of students authentically engaging in the learning process outside of the walls of the schools. We further anticipate that our students will engage in activities inside the walls of the building that deepen their understanding of the interconnectedness of learning experiences and how research and exploration can extend to learning environments that reach far beyond the comfortable confines of the school or classroom. Additionally, we expect to experience a fundamental shift in teaching and learning. Our teachers will begin the transformational process of moving from "sage on the stage" to "guide on the side." This shift will empower our students to launch themselves into the self-directed world of exploration and problem-solving. We anticipate that the project will be sustainable beyond the life of the grant because of the Train-the-Trainer model that we will incorporate into the first years of grant implementation. It is our intention to create local experts in each school that will ensure the momentum well beyond the life of the grant. The district administration, albeit was a part of the crafting of this grant, stepped aside so that teacher ideas, which propelled initial conversations, were substantially represented in the writing of this grant application. It is because of this strength that this initiative will have life well beyond the implementation period. The district administration understands that success in changing classroom pedagogy is an activity best operationalized by those closest to the craft. Teachers will be the fuel of this project and it is teachers who will drive the successful achieving of goals Following this pilot Creo Studio: Art of Story will be available to schools and families across Ohio as an app (or most appropriate technology) that will allow children to use this reading engagement and intervention tool to support instruction necessary for all children to meet or exceed 3rd grade guarantee. Newark City Schools and Par Excellence will have perpetual licenses for the software so

they can use it at no cost. The impact on students and how they approach learning beyond the life of the implementation of the grant.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

*** Student Achievement**

Goal 1: Student Achievement Benchmark 1: District Report Card - AMO (Annual Measurable Objective) Short Term: By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card AMO. Long Term: By June 30, 2020, buildings will have significantly increased achievement for all children as measured by a 20% increase in District Report Card AMO as compared to 2013 District Report Card. Benchmark 2: District Report Card: K-3 Literacy Short Term: By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card K-3 Literacy. Long Term: Annually, each building will report 10% annual decrease in number of students who qualify for a reading improvement plan as defined by the 3rd grade reading guarantee.

*** Spending Reduction in the five-year fiscal forecast**

Project Outcome 2: As a result Straight A grant innovations, consortium will reduce instructional costs by \$3,561,190 Benchmark: By June 30, 2016, instructional costs will decrease from \$62,818,102 (FY14) to \$61,981,777, resulting in 1.33% decrease in operating budget. Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$34,631,559 in FY14 to \$33,926,559 in FY16 - Fringe benefit will reduce from \$12,500,145 in FY14 to \$12,383,820 in FY16 - Purchased service cost will reduce from \$12,334,414 in FY14 to \$12,329,914 in FY16 - Supply costs will reduce from \$2,286,313 in FY14 to \$2,285,813 in FY16 - Capital outlay will reduce from \$10,000 in FY14 to \$0 in FY16 - Other costs will reduce from \$1,055,671 in FY14 to \$1,055,671 in FY16 By June 30, 2020, instructional costs will decrease from \$62,818,102 (FY14) to \$62,187,647 resulting in 1.00% decrease in operating budget. Long Term reductions: During FY20 consortium anticipates the following cost reductions - Personnel costs will reduce from \$34,631,559 in FY14 to \$34,104,559 in FY20 - Fringe benefit will reduce from \$12,500,145 in FY14 to \$12,413,190 in FY20 - Purchased service cost will reduce from \$12,334,414 in FY14 to \$12,328,414 in FY20 - Supply costs will reduce from \$2,286,313 in FY14 to \$2,285,813 in FY20 - Capital outlay will reduce from \$10,000 in FY14 to \$0 in FY20 - Other costs will reduce from \$1,055,671 in FY14 to \$1,055,671 in FY20 By June 30, 2020, instructional costs will decrease from \$62,818,102 (FY14) to \$62,187,647 resulting in 1.00% decrease in operating budget. Long Term reductions: During FY20 consortium anticipates the following cost reductions - Personnel costs will reduce from \$34,631,559 in FY14 to \$34,104,559 in FY20 - Fringe benefit will reduce from \$12,500,145 in FY14 to \$12,413,190 in FY20 - Purchased service cost will reduce from \$12,334,414 in FY14 to \$12,328,414 in FY20 - Supply costs will reduce

*** Utilization of a greater share of resources in the classroom**

*** Implementation of a shared services delivery model**

*** Other Anticipated Outcomes**

The success of the plan will be demonstrated in a variety of ways. -We will measure the number of teachers trained -We will be able to demonstrate the number of Teacher Ambassadors trained to facilitate on-going training and professional development at the school level. - We will measure the number of times that spaces are being accessed and maintain a portfolio of artifacts as evidence -We will measure the number of times that teachers take students to access the spaces to ensure that all are accessing and to provide a base for continued training and support. -We will measure the total percentage of students accessing the spaces and the frequency of that access as benchmarked by the teachers and administrators at each location.

25. Is this project able to be replicated in other districts in Ohio?

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

*** Explain your response**

The Tenets for Re-envisioning Education provide schools, communities & partners with a framework to shift instructional & operational practices to make significant gains in academic achievement & reduce ongoing costs. EnvisionEdPlus created a rubric leaders can use to self assess progress toward achieving full implementation of the Tenets. This framework, training and tools can be replicated in any school/district - in Ohio and beyond. Time/effort for replication: EnvisionEdPlus Tenets can be used for full scale system re-design as planned in Newark City Schools and Par Excellence Academy. In a comparable size school district, this can take place over a 4-5 year period. District and building leaders must fully commit to re-thinking all systems - instructional, support, human resource, facility and financial. Less than full commitment will result in less than satisfying results. It can also be used to support smaller scale innovation in schools struggling with capacity issues or those that do not feel 'ready' to overhaul the entire system. The Tenets guide communities to think big, start small & scale fast while building capacity to extent their innovative ideas. In this case, schools may take on 1 or 2 tenets and slowly adapt processes and scale practices. While the time commitment is significantly less - 1-2 years, the results will be small scale also. District will encourage visitations and submit proposals for key Ohio conferences to share learning. EnvisionEdPlus was founded to drive conversations about

educational reform to a new level, and ultimately re-envision education- not promote school reform. This framework can be used in any districts/school across Ohio. EnvisionEdPlus will support districts to re-invent the educational experiences children have every day - and keep adapting the systems to address new needs and integrate new technologies. Districts would use EnvisionEdPlus' Innovation Design Process to guide full scale school design and re-design. School communities (traditional, charter and private) would create Innovation Teams where teacher leaders, administration & community partners collaborate to re-think education and their role in the process. EnvisionEdPlus uses the six phase Innovation Design Process encouraging Innovation Teams to Think Big, Start Small and Scale Fast as they re-envision the teaching and learning experience. Throughout this process, EnvisionEdPlus supports teachers, leaders and community members to build the internal and external capacity to implement the new vision. Ultimately, school, district & community systems empower all student to graduate college/career ready so they thrive in an ever changing world. By pushing thinking in districts across the state, we will enable leaders and teachers to redefine systems and supports ensuring long term sustainability of their new vision for teaching and learning. The lines between home, school, community, higher education, and workforce blur as stakeholders across systems re-imagine their own role in ensuring every student graduates college and career ready and thrives in an ever changing world.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Consortium

Newark City (044453) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Gisele	James	740-344-7279	gjames@laca.org	Par Excellence Academy	000941	96 Maholm St, Newark, OH, 43055-3906	

Partnerships

Newark City (044453) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Mary	Pizzurro	614-989-5978	mpizzurro@lothinc.com	Loth, Inc.		855 Grandview Ave., , Columbus, Ohio, 43215	
Herb	Broda	330-749-4479	hbroda@ashland.edu	Ashland University		426 Oakley Road, , Wooster, Ohio, 44691	
Marcia	Downes	740-349-9277	info@attheworks.org	The Works, Ohio Center for History, Art and Technology		55 South First Street, , Newark, OH, 43055	

Implementation Team

Newark City (044453) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Marcia	Downes	Managing Director	As an implementation partner, the Works will provide direct support during the project. Its experience with both indoor and outdoor learning spaces is remarkable in the Licking County area. As a collaborative partner, The Works will meet with staff to assist in the development of Inquiry-based, Project-based, and Problem-based Learning activities in both the Indoor Innovation Centers, along with Outdoor Learning Centers. Another major contribution that The Works will make to the consortium is in the area of integrating the arts into the projects that are created at each building.	Ms. Downes is the managing director at The Works and has been 2001. She served as Director of The Newark Campus Development fund from 1998-2001. She joined The Ohio State University at Newark Board in 2011. She is the managing director of The Works Museum in Newark, and was the Executive Director of the Newark Campus Development Fund from 1996-2001. Ms. Downs serves in an advisory role to the Licking County Convention and Visitors Bureau. Her other community involvements include: -Newark Rotary Member; -Central Ohio Technical College Accreditation Team; - Development Council Member, Licking Memorial Health Systems; -Licking County Historical Alliance; - Executive Committee, Our Futures. Ms. Downes earned a B.S. in cultural geography from Radford University (Radford, VA) in 1977.	The Works is an interactive learning center where people of all ages can have fun and be inspired by the history, technology, and artistic accomplishments of our community. The vision for The Works began in the early 1990s when local businessman Howard LeFevre called upon a group of citizens to create a venue that would preserve our region's industrial heritage. Educators, artists, engineers, and community leaders became partners in the creation of an institution where history is the foundation for programs that link the past, present, and future. Our founders and volunteers refurbished and transformed historic structures with the goal of providing interactive experiences for all ages of visitors. Almost 20 years later, The Works boasts an impressive infrastructure featuring a six-acre complex, energetic volunteers, a dedicated staff, exciting exhibits, school programs, strategic partnerships, and enthusiastic community support. The Works creates programs and initiatives that align with its mission. Focused on visual arts, history, and technology, their exhibits and programs welcome visitors from throughout Ohio and the world. Their art galleries, programs, and glass "hot shop" invite visitors to become actively engaged in appreciating art through hands-on experiences. Arts programs are designed to evoke inquiry and understanding, while related lectures and presentations allow our community access to world-class arts and humanities experts. History exhibits and programs are focused on innovation and	

					<p>invention - especially the storied history of our region's industrial past and contributions to the world of inventions and patents. Their high-tech science, technology, engineering, and math (STEM) programs are aligned with State of Ohio educational standards to offer students, teachers, and parents a wide variety of school-based, after-school, and summer opportunities. The Works is an official affiliate of the Smithsonian Institution.</p>	
Melinda	Vaughn	Director of Elementary Curriculum and Grants Management	<p>Consortium Project Director - Melinda Vaughn will be responsible for all aspects of the implementation of the Straight A Grant for the Newark City Schools. Melinda will oversee the CCIP revisions and budget changes. Melinda will be responsible for the internal budget changes, creation of requisitions, scheduling and planning of professional development. She will oversee the correct district procedures are followed for payment of subs, stipends and invoices. Melinda will be the lead person for all questions concerning the implementation in the district. Melinda will work directly with the teachers, support staff and maintenance every step of the way from the initial notification to the end.</p>	<p>Melinda Vaughn holds a Bachelor of Science in the Education with a double major in the education of the handicapped and elementary education. She holds a Master's of Education in special education as well. Currently she has a permanent teaching license for K-8 elementary education as well as a valid intervention specialist license for teaching K-12 for SLD, ED, Mild to moderate, and Cognitive Disabilities. Her k-8 elementary principal's license is also valid. Melinda also has 30+ graduate hours beyond her master's degree. Melinda is also a member of Alpha Delta Gamma, a professional altruistic sorority.</p>	<p>Melinda Vaughn has been and educator for 28 years. Her entire career has been with the Newark City Schools in a variety of capacities, starting as a special education teacher and through several central office positions. Administratively she has held positions including Assistant Curriculum Director, State and Federal Grants Supervisor where she gained experience in grants managements, Title 1 and navigating the CCIP. Melinda is now Director of Elementary Curriculum. Her most recent grant success was the Safety Grant enhancing the entrances of all the buildings in the district applying for and receiving \$5000.00 in reimbursement for each building. Melinda also is responsible for the two 21st Century Grants and managing the budget and the CCIP for the grant. All of these experiences make Melinda more than qualified to implement a Straight A Grant.</p>	
Trent	Montgomery	Interim Treasurer, Licking County ESC	<p>The Licking County ESC is responsible for being the fiscal agent of the grant. Grant funds will be administered through the ESC and professional development will be coordinated through the services provided.</p>	<p>Licking County Educational Service Center (LCESC) is located at 145 North Quentin Road, in Newark, Ohio and has been in existence since 1914 . We currently lease office space from the Newark City School District and also share office space with the Licking Area Computer Association. Licking County ESC serves six local rural school districts with more than 12,417 students ages three</p>	<p>Licking County Educational Service Center has been providing shared services for many, many years. We currently serve as fiscal agent for the High Schools That Work-Central and Southeast Ohio regions and have done so for ten years. Also, our district/agency has served as fiscal agent for numerous Ohio Department of Education grants. Licking County ESC coordinates several professional development activities</p>	

				<p>through twenty-two. In addition to the local districts, the LCESC also provides services to Granville Exempted Village Schools (2,509 students), Heath City Schools (1,572 students) and Newark City Schools (6,136 students). The LCESC operates an ED (Emotionally Disturbed) Program, MD (Multiple Disabled) Program and a Public Preschool (Early Childhood Education) Program that serves both typically developing youngsters as well as those with special needs. We currently have three state grants and one federal grant to help support our preschool programs.</p>	<p>including but not limited to Our Futures in Licking County, The Business Community Advisory Council/Summer Teacher Externship Program, Ohio Educator Residency Program, Gifted Coordination, Licking County Chamber of Commerce Work Force Summit and the All-County Administrative Kick-Off held in August of each year.</p>
Gisele	James	Superintendent / Administrator Par Excellence Academy	<p>Par Excellence Project Director - Mrs. James will coordinate all Par Excellence project activities. She will ensure coordinate staff participation professional development, manage facility purchase/renovation and technology upgrades and support staff as they adapt to new instructional/operational strategies. She will be a member of the Project Steering Committee and work closely with implementation staff to ensure project outcomes are met on time and within budget. Gisele will monitor staff participation in project activities and will work closely with Project Steering Committee to provide data necessary to monitor achievement and shared services outcomes. She will work closely with Par Excellence treasurer to ensure project sustainability and fiscal outcomes are reported and cost reduction goals are met. She will work with Board to develop MOUs and adapt district/building policies to ensure long term sustainability of project. She will ensure Par Excellence adheres to Assurances.</p>	<p>Gisele James started out educating adults 25 years ago as a professional trainer and professional speaker, she has a BS in Business Management and Marketing. Gisele realized her calling at went back to school to get her Education degree and License. Her dynamic presentations and strong connections with students made her a highly respected teacher. Gisele James has 15 years working with at risk students. Her first experience with innovation in education was at Reynoldsburg High School where she taught grades 9 through 12 English for the alternative school " Trail blazers." She wrote curriculum and developed educational hands on programs that helping struggling students achieve.</p>	<p>Gisele was chosen to present at Battelle for kids in 2009 delivering a program on "How to get powerful performance from struggling students!" She was also the 2012 Outstanding "Master Student of the Year" at Ashland University In 2010 Mrs. James identified the culture of health, harmony and service at Par Excellence Academy so staff, students, parents and the community were clear about Par Excellence's unique presence as a community school. Five years ago Par Excellence Academy was under the gun to bring up the academic scores or close. Mrs. James was hired to turn the school around the first year the school's average rise in scores was 40 points taking the school from "continuous improvement" to "effective." Last year Par Excellence had a huge victory with achieving 100% in the 4th grade reading score, a success shared by only 8 public schools in the state of Ohio and only 4 community schools! Gisele James has a proven track record of being committed to innovation and student achievement.</p>
Michele	Timmons	Founder / President EnvisionEdPlus	<p>Over the course of 5 years, EnvisionEdPlus will provide 31 days of service building staff capacity to implement innovative instructional</p>	<p>As Founder and President of EnvisionEdPlus, Michele Timmons and an amazing team of Innovation Specialists have</p>	<p>Mrs. Timmons is a career educator with over 23 years experience as a teacher, principal, district administrator, charter school</p>

strategies, Flexible Learning Spaces effectively and re-design educational systems to optimize learning opportunities for all children. In each, all systems will become flexibly designed and nimble, allowing for ongoing adaptations to meet the changing needs of children, the greater learning community and technological advancements. EnvisionEdPlus will assist STEM Coordinator and Principals in more effectively linking PK-16 Education, industry and community systems and forging mutually beneficial partnerships to expand learning opportunities for children. EnvisionEdPlus will also be responsible for arranging Coordinated Contract Services through service providers required during the grant period.

experience supporting support school and community leaders in Ohio, Kentucky and Michigan envisioning a new educational system for today's schools PLUS offer expert grant writing and research support to assist schools and non-profits as they implement their vision. She has authored nearly \$19,000,000 in funded grant applications for schools and non-profits in Ohio, Michigan and Maryland. She has experience as a federal and state grant reviewer (Ohio and Michigan). Mrs. Timmons led Muskingum Valley Educational Service Center's award winning Care Team Collaborative which supported 15 schools in 6 Ohio counties as they implemented a Comprehensive Systems of Learning Supports to address academic and non-academic needs of all children. Timmons is also a Buck Institute for Education National Faculty Candidate (Cohort 2014) and a Search Institute trained facilitator. She has worked in public education, non-profit and the private sector and clearly understands how schools, non-profit and industry can collaborate to improve systems which will expand resources/supports for children as well as improve the bottom line for each partner.

founder and educational service provider. While working for the KnowledgeWorks Foundation, she served as the Manager of Partnership Development and Technical Assistance Coach at EDWorks and developed a deep understanding of innovation, collaboration and problem solving from a school and systemic approach. At EnvisionEdPlus, she has taken those lessons and developed a series of tools and trainings which build local capacity to assess their progress towards innovation and create/implement plans to move from traditional educational systems to disruptive systems. Michele Timmons' administrative career started at Maysville Local School District, a small rural district in southeastern Ohio where she led school re-design and innovation efforts at the middle and high school levels. While at Maysville, Mrs. Timmons founded Foxfire Center for Student Success, one of Ohio's first and longest running charter schools. Foxfire's design and strong focus on achievement for all brought it recognition by the US Department of Education as a Model Dropout Recovery School. Her Care Team Collaborative work received 9 state and national awards for best and promising practices addressing non-academic barriers to learning by collaborating across sectors.